

From: [CYNTHIA SALTSGAVER](#)  
To: [1490Comments](#)  
Subject: K-5 Math standards  
Date: Saturday, February 27, 2016 2:33:35 PM

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First of all, thank you for all your work on this. I know it had to be an extremely intense process and I want you to know that your efforts are appreciated.

I really like being able to see all grade levels on one page side by side. It makes it much easier to see where kids are coming from and where they are going. On that note, there are multiple places that I don't understand the way you lined things up the way you did. For example: the fourth grade objective says "identify the line of symmetry" and the 5th grade objective right beside it says "analyze and describe properties of prisms and pyramids." 2nd and 3rd grade both have "fluently find sums and differences..." But they aren't side by side.

I did not "reducing" fractions mentioned. If that is included in the 4th grade equivalent fractions standard, I think it should be expressly stated.

I am also wondering at what point the standard algorithm for multiplication and division should be taught.

Finally, I'm not clear what the term "analyze" means in standards such as "analyze the data in a frequency table or line plot". This is important to me because I need to know what a MAP test item might look like and the way this is written, I have no idea.

Respectfully submitted,  
Cindy Saltsgaver  
Macon R-1

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Cindy Saltsgaver  
Macon R-1 4th Grade

**From:** [Aaron Valley](#)  
**To:** [1490Comments](#)  
**Subject:** Proposed High School Economics Standards Rebuttal  
**Date:** Saturday, February 27, 2016 10:31:28 PM

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Gentlemen, Ladies,

My name is Aaron Valley and I am a Missouri Business and Marketing Secondary School Teacher. I am a retired U.S. Marine helicopter crewman and Intelligence chief. I've also worked for small businesses, large corporations, and as an independent contractor. I am very happy to have the opportunity to provide rebuttal to the proposed High School Economics standards. This issue comes at the most opportune time as I've been studying this topic in great detail over the last few months for 3 reasons: 1) I'm a business and marketing teacher who has significant economics training. 2) I'm currently writing a large research article on High School Economics for my Masters of Educational Administration degree. 3) Because the state standards are changing and I want to ensure they are correct as they will impact me both professionally and personally. I reviewed the High School Economics portion of the new standards over the weekend and I report that it is grossly inadequate for Missouri's high school students. This assessment is based on solid research.

I have recently read or viewed more than a thousand pages of research on High School Economics and I can say with factual certainty that the proposed DESE standards are inadequate in three fundamental regards. They do not cover all of the economics material that high school students need to know. Also, they are interwoven into existing Social Studies curriculum rather than taught as an Economics class. Thirdly, the wrong teacher is tagged to be the economics specialist – especially if they are interwoven.

For the first point, DESE's economic standards only cover a quarter of the material needed by High School Students. A few years back, four major Economics and Economics Education associations got together and compiled a list of twenty standards that should be covered in secondary before college. DESE's new proposed standards cover only five of them (Macro and Policy material). Five others are only vaguely mentioned in historical terms, but do not come close to meeting the real requirements. The other ten are not even covered at all in DESE's new proposed economics standards. One can also view any Economics textbook and find only twenty percent of the material relates to Social Studies, the rest is business. The material that is left excluded from DESE's new proposed standards covers Microeconomics, Business economics, and Personal economics. Numerous studies show that these are indeed the most needed topics in secondary economics. Macroeconomics is way down on the list of actual priorities.

Secondly, the new DESE standards are interwoven into existing Social Studies curriculum. Studies show that this material should be taught in a standalone economics

class. When the material is integrated into existing history/government classes, all of them become watered down. If this is the actual intent of the new proposed standards, then the proposed standards must be renamed to reflect the fact that only a fraction of needed economics material is covered. The name “economics” is inaccurate for the list of proposed standards. They would be more accurately named “government economic policies” to send a clear message that only a small portion of the material is covered and an economics class is still needed separately in the business department to cover the vast majority of economics material. If Economics is integrated anywhere, it would more appropriately be in Business/Marketing, not Social Science history/government.

Thirdly, research shows that the needed Economics material is  $\frac{3}{4}$  Micro-business and  $\frac{1}{4}$  Macro-government. Social studies teachers are not trained to teach business economics, rather, business and marketing teachers are. Research also shows that when economics is taught by business teachers with high levels of economics training, students perform better on tests than when learning economics from Social Science teachers. Under DESE’s new proposed standards, the best qualified economics teachers (even if they hold a degree in economics) will not even have access to the students to teach them economics as the material will be interwoven into history and government classes. The most necessary material will not even be covered at all as there are no proposed standards relating to it. This is especially crucial in small schools that lack resources for additional courses or teachers.

As stated earlier, I’ve studied this topic extensively over the past few months. I’ve read probably all the professional literature out there, more than a thousand pages dating back to the 80’s. I’m in the process of interviewing and preparing a mixed qualitative quantitative research paper on the issue. Factually speaking and without judgement, DESE’s new proposed set of High School Economics standards are wholly inadequate to prepare students for college and career. They will not be prepared to meet or exceed the current weaknesses shown in available research. Nor will they meet DESE’s stated performance measure of being competent in tackling the problems and decisions they will encounter after graduation; as business economics and personal economics standards are absent or deleted in total.

Respectfully,

Aaron Valley

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